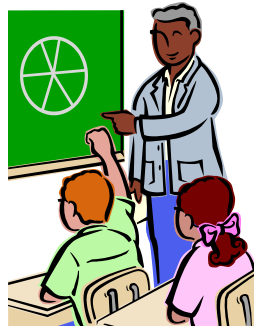


Assessing for Learning



Laura Terrill
lterrill@gmail.com
lauraterrill.wikispaces.com

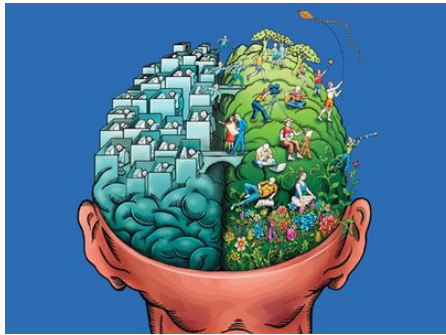
Teaching is



*what occurs
outside the
head.*

Ruby Payne

Learning is



*what occurs
inside the
head.*

Ruby Payne
image: artsjournal.com

What is your grading system?

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.

What is your grading system?



Assignment	Possible Points	Points	Weighted Grades
Homework	100	80	83
Quizzes - Formative	250	210	
Participation/ Formative Speaking	50	30	60
Interpersonal	100	70	70
Interpretive	100	60	60
Presentational	100	80	80
	700	530 = 76%	71%

It is what the person can do in real life instead of the scores received or years spent in school.

*Catching Up or Leading the Way:
American Education in the Age of Globalization*
Yong Zhao, p. 72

Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Adapted from [How to Grade for Learning](#), Ken O'Connor

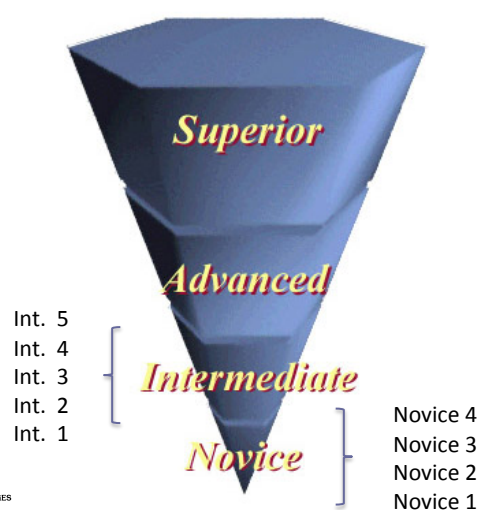


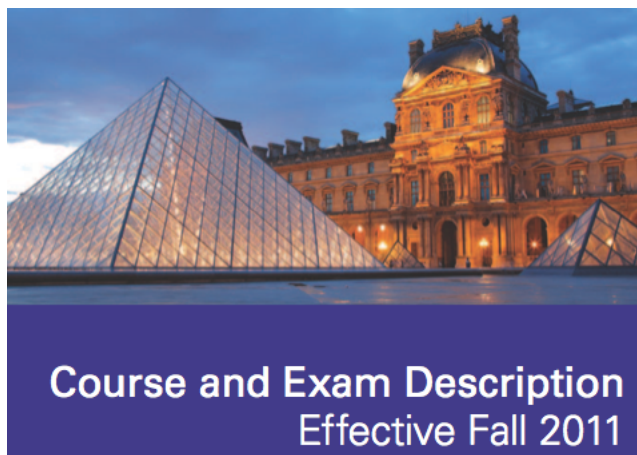
We destroy the love of learning in children, which is so strong when they are small, by encouraging and compelling them to work for petty rewards--gold stars, or papers marked 100 and tacked to the wall, or A's on report cards, or honor rolls, or dean's lists or Phi Beta Kappa keys--in short, for the ignoble satisfaction of feeling that they are better than someone else.

~John Holt

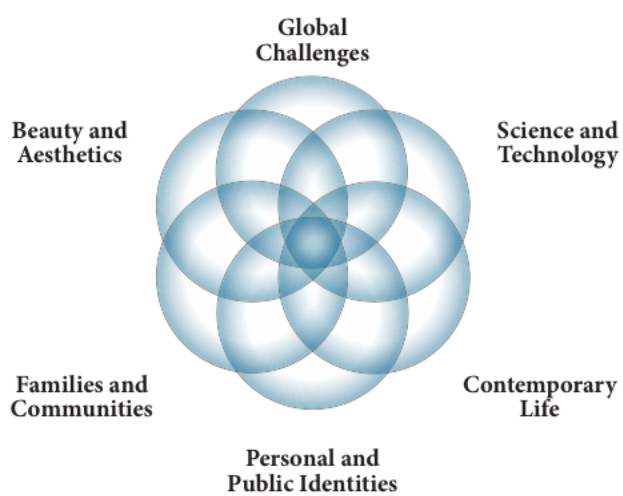


Vertical Articulation





AP® French Language and Culture Course and Exam Description
collegeboard.org
http://apcentral.collegeboard.com/apc/public/repository/AP_FrenchLangCED_Effective_Fall_2011.pdf



- | | |
|--|--|
| <p>1. Global Challenges</p> <ul style="list-style-type: none"> • Diversity Issues—tolerance • Economic Issues • Environmental Issues • Health Issues • Human Rights • Nutrition and Food Safety • Peace and War <p>2. Beauty and Aesthetics</p> <ul style="list-style-type: none"> • Architecture • Contributions to World Artistic Heritage • Ideals of Beauty • Literature • Music • Performing Arts • Visual Arts <p>3. Families and Communities</p> <ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love | <p>4. Personal and Public Identities</p> <ul style="list-style-type: none"> • Alienation and Assimilation • Beliefs and Values • Gender and Sexuality • Language and Identity • Multiculturalism • Nationalism and Patriotism <p>5. Science and Technology</p> <ul style="list-style-type: none"> • Current Research Topics • Discoveries and Inventions • Ethical Questions • Future Technologies • Intellectual Property • The New Media • Social Impact of Technology <p>6. Contemporary Life</p> <ul style="list-style-type: none"> • Advertising and Marketing • Education • Holidays and Celebrations • Housing and Shelter • Leisure and Sports • Professions • Rites of Passage • Travel |
|--|--|

Theme: Personal and Public Identities / *La quête de soi*

Recommended Contexts:

- Alienation and Assimilation / *L'aliénation et l'assimilation*
- Beliefs and Values / *Les croyances et les systèmes de valeurs*
- Gender and Sexuality / *La sexualité*
- Language and Identity / *L'identité linguistique*
- Multiculturalism / *Le pluriculturalisme*
- Nationalism and Patriotism / *Le nationalisme et le patriotisme*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

French AP - 2012

Section I (Interpretive Communication), 50% of exam score

Multiple Choice: 65 items in 9 sets – 4 reading, 2 reading and listening combined, 3 listening

- Interpretive Print: You will read several selections. Each selection is accompanied by a number of questions. For each question, choose the response that is best according to the selection and mark your answer on your answer sheet.

French AP - 2012

Section I (Interpretive Communication), 50% of exam score

- **Interpretive Print and Audio:** You will listen to several audio selections. The first two audio selections are accompanied by reading selections. When there is a reading selection, you will have a designated amount of time to read it. For each audio selection, first you will have a designated amount of time to read a preview of the selection as well as to skim the questions that you will be asked. Each selection will be played twice. As you listen to each selection, you may take notes. Your notes will not be scored. After listening to each selection the first time, you will have 1 minute to begin answering the questions; after listening to each selection the second time, you will have 15 seconds per question to finish answering the questions. For each question, choose the response that is best according to the audio and/or reading selection and mark your answer on your answer sheet.

French AP - 2012

Section 2 (Interpersonal and Presentational Communication), 50% of exam score — Free Response: 4 items

- **Interpersonal Writing:** You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply. Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

French AP - 2012

Section 2 (Interpersonal and Presentational Communication), 50% of exam score — Free Response: 4 items

- **Presentational Writing:** You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

French AP - 2012

Section 2 (Interpersonal and Presentational Communication), 50% of exam score — Free Response: 4 items

- **Interpersonal Speaking:** You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response. You should participate in the conversation as fully and appropriately as possible.
- **Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation. In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding

Interpersonal Speaking: Conversation

<p>5 Strong</p>	<ul style="list-style-type: none"> • Maintains the exchange with appropriate responses and elaboration • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic expressions • Control of time frames; accuracy and variety in grammar, syntax, and usage, with few errors • Consistent use of register appropriate for the conversation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility
<p>4 Good</p>	<ul style="list-style-type: none"> • Maintains the exchange with appropriate responses and some elaboration • Fully understandable, with some errors, which do not impede comprehensibility • Generally appropriate vocabulary, including some idiomatic expressions • Accurate use of present time and mostly accurate use of other time frames; general control of grammar, syntax, and usage • Consistent use of register appropriate for the conversation except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility

Assessment vs. Evaluation



Formative vs. Summative

Thinking Like An Assessor

What would be sufficient and revealing evidence of learning?

What performance tasks must anchor the unit and focus the instructional work?

How will I be able to distinguish between those who really understand and those who don't (though they may seem to)?

Against what criteria will I distinguish work?

What misunderstandings are likely? How will I check for those?

Understanding by Design

Designing Tasks for Alternative Assessment

Successful use of alternative assessment depends on using performance tasks that let students demonstrate what they can actually do with language. Fortunately, many of the activities that take place in communicative classrooms lend themselves to this type of assessment. These activities replicate the kinds of challenges, and allow for the kinds of solutions, that learners would encounter in communication outside the classroom.

The following criteria define authentic assessment activities:

- They are built around topics or issues of interest to the students
- They replicate real-world communication contexts and situations
- They involve multi-stage tasks and real problems that require creative use of language rather than simple repetition
- They require learners to produce a quality product or performance
- Their evaluation criteria and standards are known to the student
- They involve interaction between assessor (instructor, peers, self) and person assessed
- They allow for self-evaluation and self-correction as they proceed

<http://www.nclrc.org/essentials/assessing/alternative.htm>

Required for an “A”



Feedback

- The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’.
- The manner in which feedback is communicated to students greatly affects whether it has a positive or negative effect on student achievement.

John Hattie, Measuring the effects of schooling.
Australian Journal of Education 1992

A Brief Review of the Research on Classroom Assessment

- Feedback from classroom assessments should give students a clear picture of their progress on learning goals and how they might improve.
- Feedback on classroom assessments should encourage students to improve.
- Classroom assessment should be formative in nature.
- Formative classroom assessments should be frequent.

Adapted from Robert J. Marzano
Classroom Assessment & Grading that Work



Assess what students know...

Consider the following directions. Are students being assessed for what they know or evaluated on what they don't know.



8. Write the correct form of the verb.
9. Participate in a roleplay on given topic.
10. Write 4 questions that you will ask about school when interviewing your epal.
11. Identify the choice that best completes the sentence.
12. Write a definition for 12 of the 15 words.
13. Read the paragraph. Tell me what you know about Mary and her mother.
14. Draft, memorize and present a conversation about a trip you took.



Assess what students know...



Consider the following directions. Are students being assessed for what they know or evaluated on what they don't know.

1. Read the advertisement and place a check next to the statements that contain information from the ad. (Ad in target language, questions in English.)
2. Tell me what you, your friends and others are going to do over the weekend.
3. Listen to the story and answer the following questions – who, what, when and where.
4. Translate the English to Spanish. Spelling and accents count.
5. List at least 4 foods and one beverage that you might have at each meal. Do not repeat choices.
6. Read the following email. Write 2 questions you might ask based on what you read.
7. Dictation. Write exactly what I say.

Balanced Assessment

Learning Checks

Did students learn what was taught?

Formative Assessment

Can students apply or manipulate what they have learned?

Summative Assessment

What have students truly acquired?

Self-assessment – Endangered Species

I can do the following:	Agree	Agree Somewhat But Need To Improve	Not Yet
Name animals.			
Describe animals in terms of size and color.			
Describe animals in terms of personality.			
Say what animals eat.			
Say where animals live.			
Describe the weather where animals live.			
Comment on harmful and helpful human practices.			

ACTFL Integrated Performance Assessment

Interpretive Communication

Students listen to, view and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

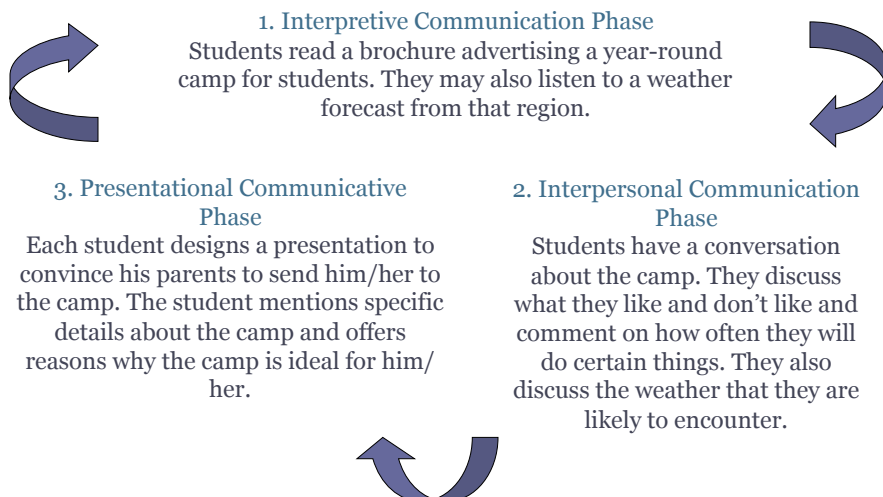


Presentational Communication
Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, videos, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal Communication
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



ACTFL Integrated Performance Assessment



ACTFL Integrated Performance Assessment

Stage 2: Assessment Evidence	
Performance Task Summary (Integrated Performance Assessment)	
Interpretive	You have the opportunity to participate in a vacation abroad. Read the descriptions / watch the video and complete a graphic organizer comparing destinations. Answer a few questions about your interests, select a place and say why it is the best choice for you.
Interpersonal	You want your best friend to go with you on vacation. He/she prefers a different type of experience. Have a conversation where you talk about the advantages / disadvantages of each. Compromise.
Presentational	Design the ideal vacation based on the research that you have done. Determine location, daily schedule and types of activities. Convince others that this is the best vacation. Be sure to include the all important packing list for your destination.

ACTFL Integrated Performance Assessment

Stage 2: Assessment Evidence	
Performance Task Summary (Integrated Performance Assessment)	
Interpretive	Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.

ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Students will read a literary work that highlights the importance of building relationships. They will also watch a video clip that illustrates how friendships build over time. They will complete a graphic organizer that categorizes the traits of good relationships and requires analysis of possible problems and proposed solutions.

3. Presentational Communicative Phase

Working in small groups students will design a survey that will be administered to all students who speak the target language in the school. The survey will seek input on an issue in the school or community that has been identified by the group. The group will present their findings, identify the key elements of conflict and propose solutions to the conflict or issue.

2. Interpersonal Communication Phase

Students will role play a situation where they are good friends who normally get along very well. A complication will be introduced and the students must negotiate their differences and seek resolution.

ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Read and listen to information on 2 endangered species.
Complete a graphic organizer on each animal.

3. Presentational Communicative Phase

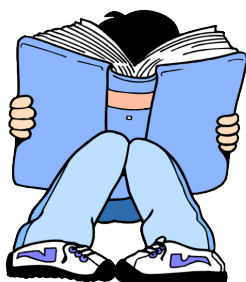
Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species.

2. Interpersonal Communication Phase

Imagine a conversation that might take place between the 2 different endangered species. Identify and describe "yourself", comment on where you live, what the weather is like and comment on what you need to survive.

Three Modes of Communication

Interpretive



Novice Learner Range

ACTFL Performance Guidelines
Vocabulary Use and Communication Strategies

- Pick an appropriate title from a list of choices
- Identify 5 - 6 key words and explain why they are important in the text
- Find a word or phrase that explains....*how he/she feels, how often someone.....*
- Look at the pictures and make a prediction...*Il est vraiment malade* or *Il est allergique au chocolat.*
- Underline the sentence that explains why someone....

Intermediate Learner Range

ACTFL Performance Guidelines
Vocabulary Use and Communication Strategies

- Comprehend an expanded range of vocabulary
- Frequently derive meaning of unknown words by using contextual clues
- Demonstrate comprehension when reading content has a recognizable format
- Identify the main idea by using reading strategies
- Infer meaning of many unfamiliar words that are necessary to understand the gist

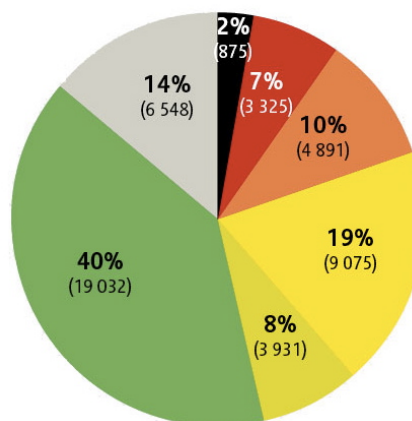
Pre-Advanced Learner Range

ACTFL Performance Guidelines

Vocabulary Use and Communication Strategies

- Comprehend a wide range of vocabulary in both concrete and abstract contexts
- Infer meaning by recognizing familiar words and phrases in new contexts
- Use context to deduce meaning of unfamiliar vocabulary
- Recognize and understand the cultural context of many words and phrases
- Use background knowledge to deduce meaning and to understand complex information
- Identify the organizing principle(s)
- Infer and interpret the intent of the writer

Interpretive with strong visual support



<http://www.actu-environnement.com/ae/dossiers/biodiversite-convention-conference-nagoya/biodiversite-graphique.php4>

EOI ARUCAS
DEPARTAMENTO DE FRANCÉS

1

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.



Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas d'elles-mêmes de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abena, 2004/2005

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*) Study Abena, 2004/2005

Translated using google translate

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Rich people do not eat as well as poor people.
2. 10% of the population of France is considered to be poor.
3. Poor people eat too many French fries.
4. Healthy foods are more expensive than unhealthy foods.
5. Only those who lived in Paris were interviewed.
6. Poor people do not eat enough fruit.
7. If you eat poorly, you risk being overweight.
8. A lot of poor people do not spend enough on food.
9. Rich people always buy fresh products.
10. Poor eating habits can cause behavior problems.

Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Literacy Tic-Tac-Toe

Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. or Develop a biopoem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. or Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding. or Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.

INTERPRETIVE TASK COMPREHENSION TEMPLATE NOVICE LEVEL

- Key word recognition** *Note to teacher: List 8 to 10 words.*
Find in the article the word that best expresses the meaning of each of the following English words:

1.	5.
2.	6.
3.	7.
4.	8.
- Important words and phrases** *Note to teacher: Provide 5 correct ideas and 3 distractors.*
First, circle the letter of the ideas mentioned in the article. Then, write the letter of that idea next to where it appears in the text.

A.	E.
B.	F.
C.	G.
D.	H.
- Main Idea(s):**
Using information from the article, provide the main idea of the article in English.

Adapted from ©2003 ACTFL Integrated Performance Assessment
Comprehension Guide Template

INTERPRETIVE TASK COMPREHENSION TEMPLATE INTERMEDIATE LEVEL

1. **Main idea:**
Using the article, provide the main idea(s) of the article in English.
2. **Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*
First, circle the letter of each detail that is mentioned in the article. Then, write the information that is given in the article in the space provided next to the detail below

A.	E.
B.	F.
C.	G.
D.	H.
3. **Meaning from context:** *Note to teacher: Provide 3 words that the students are not likely to know, but will be able to understand from the text.*
Based on the article, write what the following 3 words probably mean in English.

1.	2.	3.
----	----	----
4. **Inferences:** *Note to teacher: Write 2 open-ended questions – “why do you think that”, “what might be the effect of”, etc. – that require inference on the part of the reader.*
Answer the following by providing as many reasons as you can. Your answers may be in the target language or in English.
 1. Question: Use details from the article to support your answer.
 2. Question: Explain using details from the article.

Adapted from ©2003 ACTFL Integrated Performance
Comprehension Guide Template

INTERPRETIVE TASK COMPREHENSION TEMPLATE PRE-ADVANCED

1. **Main idea:**
Using the article, provide the main idea(s) of the article in English.
2. **Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*
First, circle the letter of each detail that is mentioned in the article. Then, write the information that is given in the article in the space provided next to the detail below

A.	E.
B.	F.
C.	G.
D.	H.
3. **Meaning from context:** *Note to teacher: Provide 3 words that the students are not likely to know, but will be able to understand from the text.*
Based on the article, write what the following 3 words probably mean in English.

1.	2.	3.
----	----	----
4. **Inferences:** *Note to teacher: Write 2 open-ended questions – “why do you think that”, “what might be the effect of”, etc. – that require inference on the part of the reader.*
Answer the following by providing as many reasons as you can. Your answers may be in the target language or in English.
 1. Question: Use details from the article to support your answer.
 2. Question: Explain using details from the article.

Adapted from ©2003 ACTFL Integrated Performance Assessment
Comprehension Guide Template

INTERPRETIVE TASK COMPREHENSION TEMPLATE

PRE-ADVANCED, Cont.

5. Author's perspective. *Note to teacher: Provide one correct answer and two distracters. Possible options may include clinical/scientific, moral/religious, humanistic, factual/historical, comic, etc.* Circle the letter of the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.
6. Comparing cultural perspectives. *Note to teacher: Here are possible types of questions: What are the cultural similarities and differences between XXX and XXX? How do the practices/products in the article reflect the target culture perspectives? What did you learn about the target culture from this article? How would this article have been different if it were written for a US audience?*
Answer the following questions in English.
7. Personal reaction to the text. Using specific information from the text, describe your personal reaction to the article. Be sure to provide reasons that support your reaction.
8. Organizing principle. How is this article organized? Circle all that apply.

A. Chronological order	B. Pros and cons	C. Cause/effect
D. Compare/contrast	E. Story telling	F. Problem and solution

Adapted from ©2003 ACTFL Integrated Performance Assessment Comprehension Guide Template

Three Modes of Communication

Interpersonal





Learning Checks

Did students learn what was taught?

- Check for learning / comprehension throughout the lesson – gauge student learning for each lesson segment, not just at the end of the instructional period.
- Design activities so that students are individually accountable – (think-pair-share, numbered heads together, etc.)
- Make frequent use of exit slips to assess learning before students leave class.
- Use bell work to determine what students know before using that information in the opening activity.
- Design homework to allow for application of learned material.
- Use homework to specify what student must be able to do when they enter class the next time.
- Use learning checks to plan for next steps. “Recycle” the papers of students who do well, keep the ones of students who will need additional help.
- Use T.A.L.K. as a strategy for monitoring students during practice time for role plays.

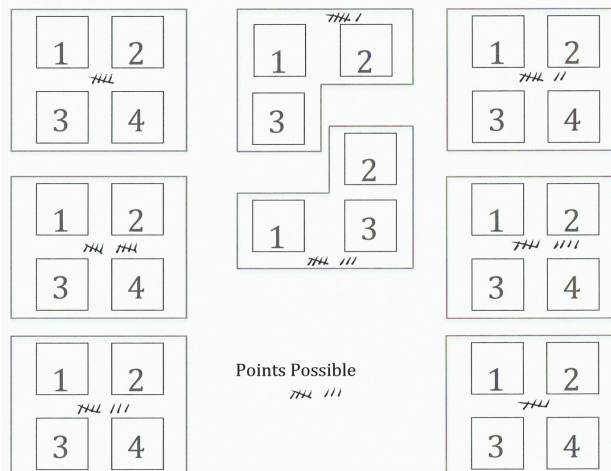
Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.



1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

Group Seating Chart



These points are recorded into the grade book as group work. The number of points should be insignificant in comparison to total points. Individual students who worry about missing points can come in before or after school spending 5 minutes in the target language for 1 point.

Individual Seating Chart

These points are recorded into the grade book as an individual score usually as participation points. You will want to weight the grade so that it counts appropriately in the total grade. Individual students who worry about missing points can come in before or after school spending 5 minutes in the target language for 1 point. Points are only given for sentence level responses and only for responses in the target language.



*Those with more than 10 points earned a bonus point.

T.A.L.K. Scores

T – talking in the target language, trying to communicate, the talk is relevant to the task

A – there is an acceptable level of accuracy, particularly with regard to the objective of the lesson

L – the student is listening to his/her partner and is on task

K – the student is kind and cooperative, he does not kill the task, he works with his partner/group

(Shrum & Glisan)

T.A.L.K. Scores

Create a chart that has a column for each letter across the top and the name of each student on the vertical column. During pair or group work, circulate and monitor individual students for each aspect in a random fashion, but try to assess every student on each aspect at least twice over a set period of time.

	Target language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	√	-	+	+
Student 3	-	√	-	+

T.A.L.K. Scores

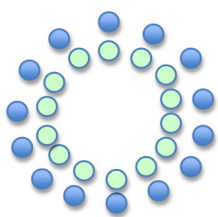
Teachers should try to assess each student over a two-week period. Mark:

- plus (+) if the work is excellent,
- a check (✓) if the work is good to fair
- a minus (-) if work is needed.

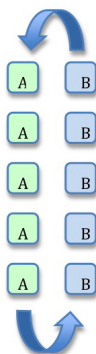
For each round of TALK, a student can earn 8 points. Teachers transfer that score to the grade book on a sliding scale.

7 - 8 = A
 5 - 6 = B
 3 - 4 = C
 1 - 2 = D
 0 = F

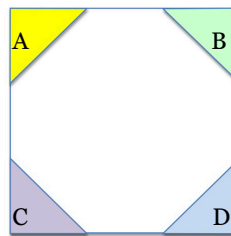
Working with Random Partners



Inner/Outer Circle



Rotating Rows

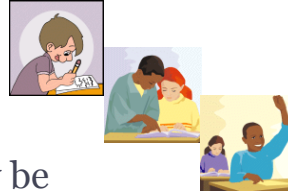


Four Corners

Strategies for Cooperative Work

Think - Pair - Share

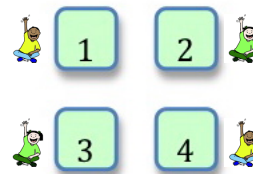
The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

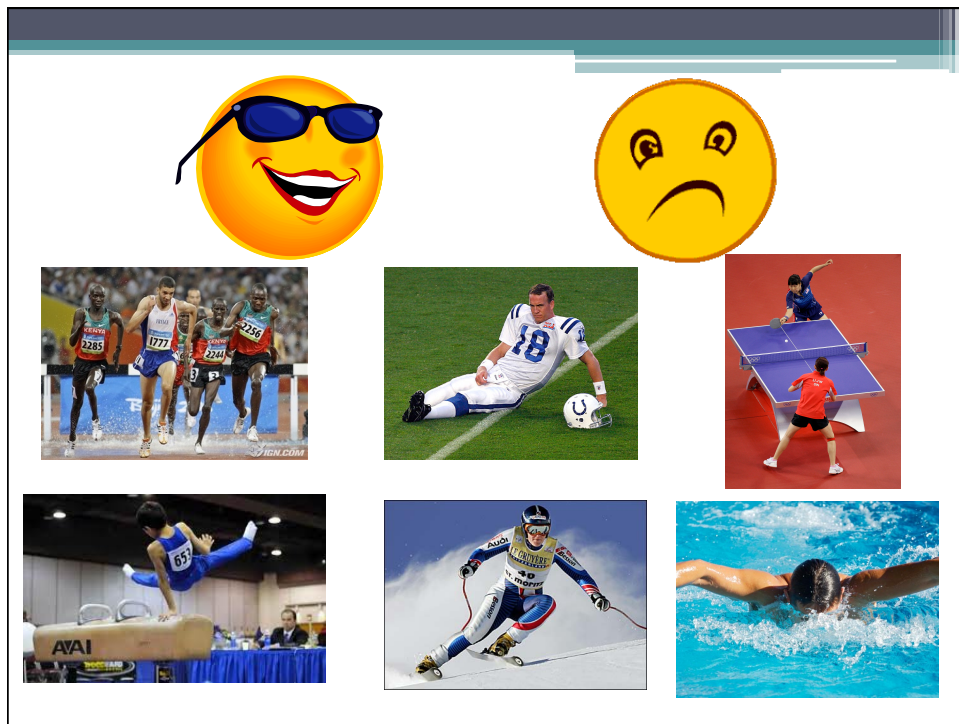


Strategies for Cooperative Work

Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.















Structured Vocabulary Development

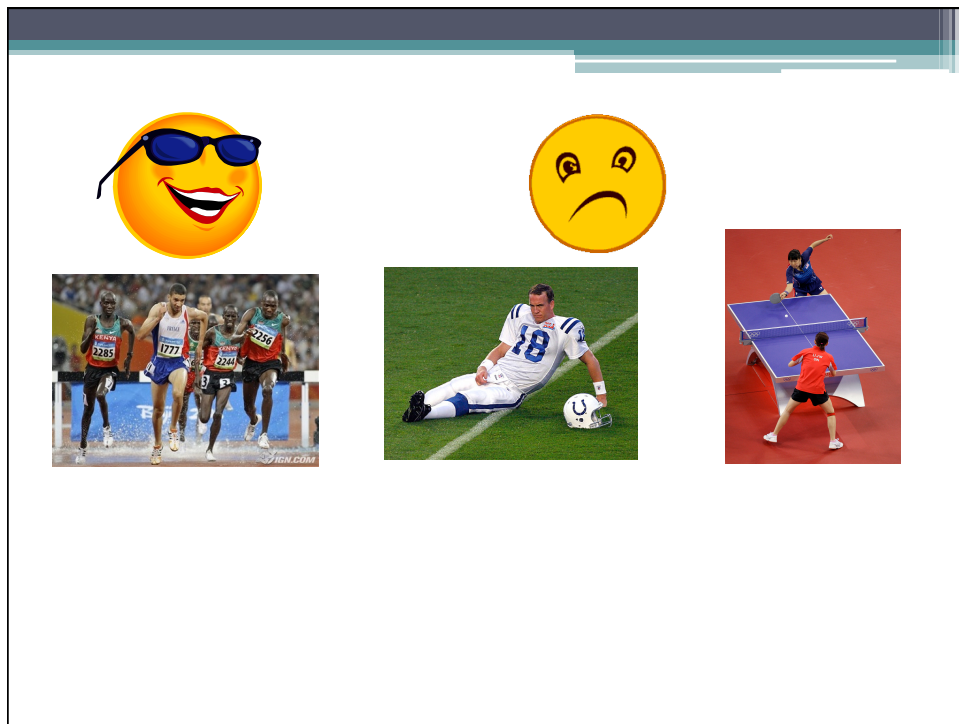
- Do you prefer (sport) or (sport)?
- Do you like to play (sport)?
- Do you play (sport) in summer or winter?
- What sport do you play?
- What is the weather like when you play (sport)?
- Are you good at (sport)? Why or why not?
- When do you practice?
- Where do you play?

Do you like

	I like....		I don't like....
			
to run	to play football	to play ping-pong	

Do you like

			
			
to run	to play football	to play ping-pong	




 Do you prefer (sport) or (sport)?
 I prefer....





- Do you play (sport) in summer or winter?
- What sport do you play?
- What is the weather like when you play (sport)?
- Are you good at (sport)? Why or why not?
- When do you practice?
- Where do you play.....?

Making Plans



Accept/refuse suggestions.....





Formative Assessment

*Can students apply or manipulate what they have learned?
Will they do something similar on the streets of (Paris)?*

- Occurs frequently. Is relatively short in duration.
- Provides immediate (next day) feedback to students on how to improve.
- Is designed to allow learners to review and revisit previously learned material.
- Allows learners to improve performance without penalty.
- Places emphasis on what students know and are able to do.
- Expects student to apply and/or create with the language they have learned.
- Mimics the type of summative assessment that students will experience.

Brainstorming – words related to winter sports



Sur cette photo, tu peux voir Adrien Théaux, lors de sa descente, le 24 février à Crans-Montana, en Suisse. Il va tellement vite qu'il est projeté en l'air au-dessus de la piste du Super G. Les sauts des skieurs peuvent atteindre 60 mètres ! (© AFP PHOTO / FABRICE COFFRINI)

Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- What do you like to do?
- What do you usually do in summer, winter, etc?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?



Summative Assessment

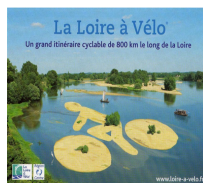
What have students truly learned? What can they do as a result of their learning?

- Occurs after instruction has taken place
- Occurs too late in the process to make instructional adjustments and interventions
- Evaluates student learning with regard to specific standards
- Challenges students to pull the individual pieces together (synthesize) by expecting students to perform without instructional support or rehearsal
- Encourages students to reflect on their own growth
- Serves as basis for grading student achievement
- Evaluates the effectiveness of the instructional program
- Offers insights for improvement of instructional program

Summative Assessment - Interpersonal

You have a chance to call or Skype your friend while both of you are on vacation. Based on the image you selected, have a conversation where you ask and answer questions as you:

- discuss where you are and with whom
- comment on the weather
- discuss activities you like and don't like while on this vacation
- comment on why you like/don't like to travel
- make plans to get together after vacation



Summative Assessment - Interpersonal

Role-play A: You are traveling with your friend. Come to agreement over the schedule for the day balancing the things that you both really want to see and do.

Have a conversation where you:

- make suggestions on what to see and do giving reasons for your choices
- accept and reject the suggestions made by your friend
- organize the agenda for the day deciding what to do first, second, last commenting on how you will move from one activity to another
- debate and compromise over the perfect place for lunch or dinner

Role-play B: You are speaking with someone who is an expert on the area of (France) that you will be visiting for a day.

Have a conversation where you:

- share what you think you want to see and do giving reasons for your choices and listen to the suggestions that are given
- accept and reject the suggestions made by the expert
- decide what to do first, second, last and consider how you will move from one activity to another
- ask for information on good options for lunch or dinner

Role-play C: You are spending a day with your cousin in (France). Come to agreement over the schedule for the day balancing the things that you both really want to see and do.

Have a conversation where you:

- make suggestions on what to see and do giving reasons for your choices
- accept and reject the suggestions made by your cousin
- organize the agenda for the day deciding what to do first, second, last commenting on how you will move from one activity to another
- debate and compromise over the perfect place for lunch or dinner

Testing Day

On-deck Area

1.



Students:
• Select task
• Practice both roles

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

Performance Area

2.



Teacher:
• Indicates who starts
• Sets timer
• Assesses performance

3.



Students in class work quietly on assigned task.

Task-Based Speaking Assessment Rubric

	0-3	4	6	7	8	9	10
Fluency		speech is halting; incomplete thoughts barely comprehensible	frequent hesitation; somewhat comprehensible	some hesitation but manages to complete thoughts; generally comprehensible	continuous speech; pauses occur but in a natural way; readily comprehensible		speech flows without hesitation; communicates well
Vocabulary		inadequate or inaccurate; reverts to English; not able to handle task	limited; only able to handle portions of the task	adequate to complete task with few additional details	varied; completes task with some additional detail		extensive; completes task; elaborates and provides relevant, interesting details
Pronunciation		frequent errors; difficult to understand	errors lead to occasional problems with communication	mostly intelligible; occasional misunderstandings	always intelligible; errors do not prevent communication		intonation and pronunciation sound natural; no comm. interference
Accuracy		frequent errors which inhibits communication	little control of studied functions and structures; meaning is distorted	some errors in studied functions and structures; meaning is clear	good control of studied functions and structures; no comm. interference		studied functions and structures are used correctly; communicates well
Comprehension		understands little of what is said	understands some of what is said with repetition, paraphrasing etc.	understands most of what is said with repetition or paraphrasing	understands most of what is said at natural speed		understands everything at natural speed

Parkway School District

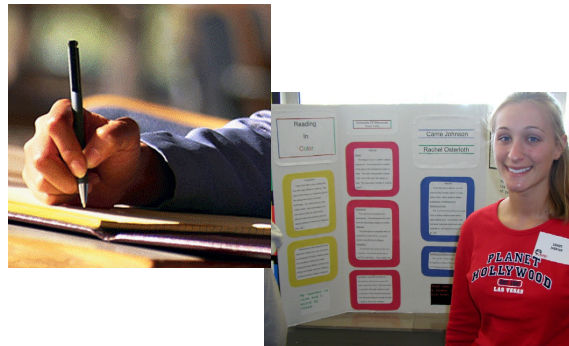
Proficiency-Based Speaking Assessment Rubric

Interpersonal - Novice

	10	9	8	7	6	5
	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
How well do I use the target language? Task Completion / Vocabulary	elaborates to complete task; excellent use of new vocabulary		completes task; good use of new vocabulary		partial completion of the task; minimal use of new vocabulary	
How sophisticated is my language? Words / Phrases / Sentences	begins to create with language using simple sentences, isolated words and memorized phrases		uses words, phrases and memorized sentences		limited use of words and phrases	
How accurate am I when using the target language? Language Control/ Structure	good control of studied structures; accuracy decreases when trying to express own meaning		some errors in studied structures; mostly correct when using words, phrases and memorized sentences		frequent errors; primarily accurate at the word level	
How well do others understand me? Comprehensibility	generally understood, message is clear		occasional misunderstandings		difficult to understand; message is distorted	
How well do I keep the conversation going? Comprehension, Communication Strategies & Fluency	responds to basic, direct questions and asks simple questions; hesitations occur, but seem natural		responds to basic direct questions and asks formulaic questions; hesitations occur;		does not demonstrate an ability to keep the conversation going; speech is slow and halting	
How well do I demonstrate cultural awareness?	appropriate use of formal vs. informal language, use of appropriate "fillers", use of gestures					

Three Modes of Communication

Presentational



I like to introduce myself to all of you. My name is Jennifer. I'm so happy to study in parkway esl school. It was out of my suspect before my arriving here. I have been here for almost six monthes. There are three people in my family. My husband. I and my son. We're new immigration in U.S.A. But America is not strange to us. We had been here for one year in 1990 to 1991.

I came from Taiwan. I was born and grew up in south of Taiwan. I used to live Kalshining city about fourty eight years. When I decided to move here. I was so worried about, what St. Louis look like? I'm no sure if I come to here that everything will be all right? Maybe I'm afraid to drive. The most difficult thing is langurage problem. I can't sleep very well for a long time. Because I worried so much. I called my friend who had became a u.s. citizen two years ago. I'm looking forward to getting more opinions from her. I made a list what should I do or what should I need to bring. The important thing is economic problem. I need to arrange all of my property. I need to give up my life living in Taiwan. But my husband had a strong feeling to send my son to America. He like to support my son to creat a different and challenge new life for his future. This is a motivation for us to move here.

I hope that I can speak and listen better in the furture.

Novice Learner Range

ACTFL Performance Guidelines

Comprehensibility	Use short, memorized phrases; Understood by those who are very used to interacting with language learners; Rely on visuals to enhance comprehensibility
Language Control	Demonstrate some accuracy when using memorized language; Show interference from native language when attempting to communicate information which goes beyond memorized
Vocabulary Use	Use a limited number of words and phrases in familiar categories; Rely on native language when expressing personal meaning in unfamiliar categories
Communication Strategies	Make corrections by rewriting when appropriate forms are modeled by the teacher
Cultural Awareness	Imitate the use of culturally appropriate language as modeled by the teacher

Presentational

Intermediate Learner Range

ACTFL Performance Guidelines

Comprehensibility	Express their own thoughts, describe and narrate, using sentences and strings of sentences on familiar topics; Sufficient accuracy that readers understand most of what is presented
Language Control	Written presentations on familiar topics in present time but also with preparation in past and future time; Inaccuracies and interference when attempting to present less familiar material
Vocabulary Use	Demonstrate control of expanding number of familiar words and phrases and limited number of idiomatic expressions; Supplement basic vocabulary with use of dictionary; May sometimes use false cognates
Communication Strategies	Occasional use of reference sources and efforts at self-corrections to avoid errors; Use circumlocution to avoid linguistic challenges
Cultural Awareness	Use some culturally appropriate vocabulary and idiomatic expressions; Demonstrate some cultural knowledge

Presentational

Pre-Advanced Learner Range

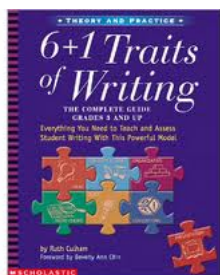
ACTFL Performance Guidelines

Comprehensibility	Report, narrate and describe, using connected sentences, paragraph-length and longer on topics of personal, school, community and global interest; Reader may on occasion need to make a special effort to understand the message
Language Control	Accurately formulate presentations in present time; May show some inaccuracies when dealing with multiple time frames or other complex structures; Successfully communicate personal meaning
Vocabulary Use	Demonstrate control of an extensive vocabulary from a variety of topics; Supplement basic vocabulary with resources; May use more precise terms when dealing with researched topics
Communication Strategies	Demonstrate conscious effort at correct formulation and self-correction; Sustain length and continuity using strategies such as simplification, reformulation and circumlocution
Cultural Awareness	Demonstrate increased use of culturally appropriate vocabulary and idiomatic expressions; Use language increasingly reflective of authentic cultural practices and perspectives

Presentational

6 + 1 Traits of Writing

Ruth Culham



ISBN-13: 978-0439280389

- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation

R.A.F.T.

Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?



Sentence Fluency

“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

Ruth Culham

Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.



Organization

“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”

Ruth Culham

An unusual meal.....

Write a topic sentence with at least (10) words.



Sentence 2

Sentence 3

Sentence 4

Write a closing sentence with at least (10) words.



Conventions

“Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions.”

Ruth Culham

Peer Evaluation

Edit #1: Content and Organization

Editor's name: _____ Author's name: _____

1. Number each paragraph. Use the numbers to make reference to your comments.
2. Read the draft carefully.
3. Place a check next to each statement you find to be true of this paper:
 - _____ 1. The author followed the directions for the assignment.
 - _____ 2. The author utilized the past tenses.
 - _____ 3. The draft is well organized; it has a *presentación*, a *complicación*, and a *resolución*. Please identify these by writing *P*, *C*, and *R* where they occur.
 - _____ 4. There is a logical ending; the draft does not simply stop.

If one of the above is not checked, please give the reason(s):

1. Should the author add anything, such as details?
2. Does any part need to be moved to improve organization?
3. What is this composition about?
4. What is the best part of this composition?

Please give at least two suggestions you feel would improve this paper.

Dr. Deborah Baldini, University of Missouri-St. Louis

Peer Evaluation, cont.

Edit #2 Editor's name: _____

- _____ 1. Appropriate word choice (no English or "Spanglish").
- _____ 2. Verbs and subjects agree.
- _____ 3. Correct use of preterite.
- _____ 4. Nouns and adjectives agree.

Please add any constructive comments or final recommendations for revision:

Dr. Deborah Baldini, University of Missouri-St. Louis

Composition Correction Reference Sheet

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

Code	Explanation	Sample
1. sp	Spelling mistake	^{sp} J'aime bein (bien)
2. s/v	Subject and verb need to agree	^{s/v} Où est-ce que tu habite? (habites)
3. n	Noun / adjective agreement	ⁿ J'adore le petite chien noir. (petit)
4. m	Mood – use indicative or subjunctive correctly	^m Il faut que tu fais tes devoirs. (fasses)

Composition Correction Chart

Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

Devoir	1	2	3	4	5	6	7	8	9	10
Titre										
1. sp										
2. s/v										
3. n										
4. m										

Evaluation of *WRITING* performance

Student's name: _____ Language/Level: _____

Chapter or topic: _____ Period: _____ Score: _____

	0-3	4	6	7	8	9	10
Content		completes only part of the task; minimal detail	completes only part of the task; a few supporting details	completes task ; a few supporting details	completes task and provides some supporting details		completes task; provides relevant and interesting details
Comprehensibility		reader can understand little of what the writer tries to communicate	reader can understand less than half of what the writer tries to communicate	reader can understand some of what the writer tries to communicate	reader can understand most of what the writer tries to communicate		reader can understand all of what the writer tries to communicate
Accuracy		writer makes so many errors that communication is lost	writer makes a significant number of errors in language usage	writer has some problems with language usage	writer usually uses grammar, spelling, word order, and punctuation correctly		writer uses grammar spelling, word order and punctuation correctly
Organization		presentation shows no evidence of planning and organization	presentation lacks logical order and organization	presentation is occasionally illogical or confusing	presentation is generally logical and effective with a few minor problems		presentation is logical and effective, shows skill and effort
Style		has simplistic sentence structure	has simplistic sentence structure; little or no use of connectors	has some variety in sentence structure; few connectors used	sentences are clear and varied in structure; some connectors used		sentences are clear and varied in structure; uses a variety of connectors

Comments: _____

Developed by Parkway School District

Interpersonal / Presentational Speaking and Writing - Novice (Level 1)

	5	6	7	8	9	10
	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
How well do I use the target language? Task Completion / Vocabulary	partial completion of the task; minimal use of new vocabulary		completes task; good use of new vocabulary		elaborates to complete task; excellent use of new vocabulary	
How sophisticated is my language? Words / Phrases / Sentences	limited use of words and phrases		uses words, phrases and memorized sentences		begins to create with language using simple sentences, isolated words and memorized phrases	
How accurate am I when using the target language? Structure	frequent errors; primarily accurate at the word level		some errors in studied structures; mostly correct when using words, phrases and memorized sentences		good control of studied structures; accuracy decreases when trying to express own meaning	
How well do others understand me? Comprehensibility	difficult to understand; message is distorted		occasional misunderstandings		generally understood; message is clear	
Interpersonal Speaking Tasks Only						
How well do I keep the conversation going? Communication Strategies & Fluency	does not demonstrate an ability to keep the conversation going; speech is slow and halting		responds to basic direct questions and asks formulaic questions; hesitations occur;		responds to basic, direct questions and asks simple questions; hesitations occur, but seem natural	

Closure

- ABC....Summarize
- Brainstorm round a word
- Apple Save



“If you want to feel secure,
do what you already know how to do.

If you want to be a true professional and continue to grow...
go to the cutting edge of your competence,
which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!”

Madeline Hunter 1987



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[image: web.sd71.bc.ca/ gifted/?page_id=30](http://web.sd71.bc.ca/gifted/?page_id=30)